

HOLLY SPRINGS-MOTLOW ELEMENTARY

325 Motlow School Rd.
Campobello, SC 29322

| | | |
|-----------------------|------------------------|--------------|
| Grades | PK-6 Elementary School | |
| Enrollment | 443 Students | |
| Principal | Erika Center | 864-895-2453 |
| Superintendent | Dr. Ronald W. Garner | 864-472-2846 |
| Board Chair | Mr. Mark Rollins | 864-472-2846 |

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

| YEAR | ABSOLUTE RATING | GROWTH RATING |
|-------------|------------------|-------------------|
| 2011 | Excellent | Excellent* |
| 2010 | Excellent | Good |
| 2009 | Good | Good |
| 2008 | Good | Below Average |
| 2007 | Good | Below Average |

* The School's 2011 Growth Rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students. The Growth Rating may or may not have been affected by the performance of these groups in prior years.

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

<http://ed.sc.gov>
<http://eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2010-11 whose 2009-10 test scores were located

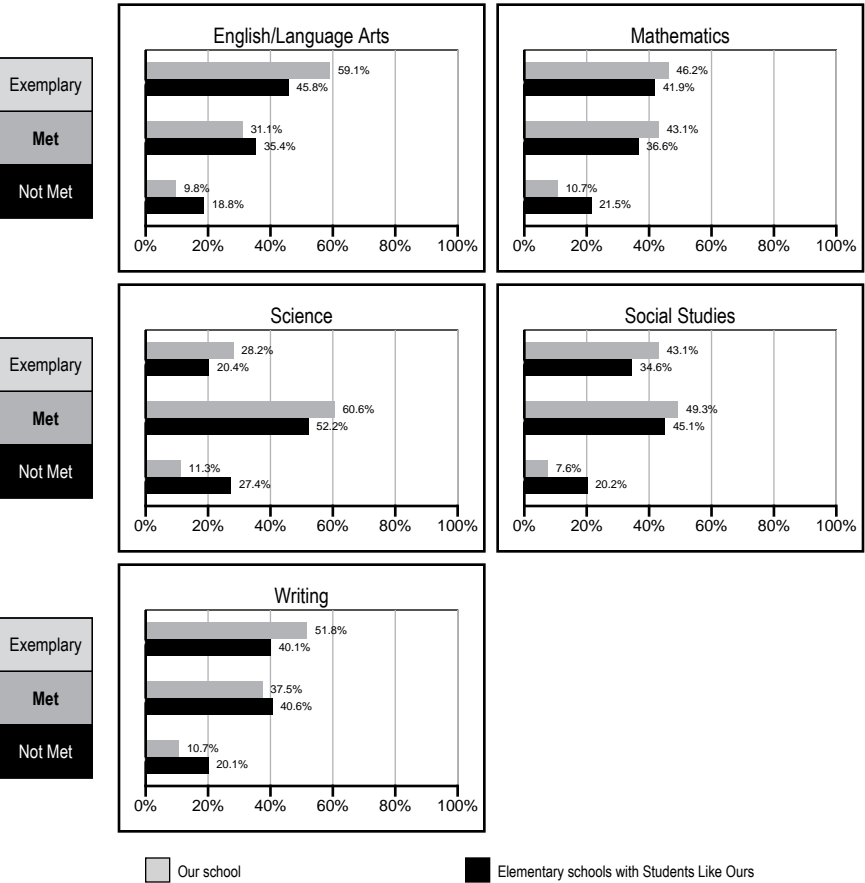
97.1%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

| Excellent | Good | Average | Below Average | At-Risk |
|-----------|------|---------|---------------|---------|
| 29 | 38 | 32 | 0 | 0 |

* Ratings are calculated with data available by 11/09/2011.

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

| | |
|-----------|---|
| Exemplary | "Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard. |
| Met | "Met" means the student met the grade level standard. |
| Not Met | "Not Met" means that the student did not meet the grade level standard. |

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

School Profile

| | Our School | Change from Last Year | Elementary Schools with Students Like Ours | Median Elementary School |
|--|------------|-----------------------|--|--------------------------|
| Students (n=443) | | | | |
| First graders who attended full-day kindergarten | 100.0% | No Change | 100.0% | 100.0% |
| Retention rate | 0.0% | Down from 0.3% | 1.1% | 1.1% |
| Attendance rate | 95.4% | Down from 95.8% | 96.2% | 96.2% |
| Served by gifted and talented program | 19.7% | Down from 20.9% | 17.5% | 13.4% |
| With disabilities other than speech | 3.3% | Down from 5.4% | 4.3% | 4.1% |
| Older than usual for grade | 0.0% | Down from 0.3% | 0.2% | 0.3% |
| Out-of-school suspensions or expulsions for violent and/or criminal offenses | 0.0% | No Change | 0.0% | 0.0% |
| Teachers (n=35) | | | | |
| Teachers with advanced degrees | 57.1% | Down from 58.1% | 62.5% | 62.5% |
| Continuing contract teachers | 77.1% | Up from 71.0% | 90.3% | 88.2% |
| Teachers returning from previous year | 85.5% | Down from 87.1% | 89.3% | 87.8% |
| Teacher attendance rate | 95.4% | Down from 96.5% | 95.4% | 95.2% |
| Average teacher salary* | \$46,052 | Down 3.8% | \$47,763 | \$46,773 |
| Professional development days/teacher | 6.4 days | Up from 5.5 days | 10.9 days | 10.5 days |
| School | | | | |
| Principal's years at school | 3.0 | Up from 2.0 | 5.0 | 4.0 |
| Student-teacher ratio in core subjects | 14.6 to 1 | Down from 17.7 to 1 | 20.7 to 1 | 19.9 to 1 |
| Prime instructional time | 89.8% | Down from 91.8% | 90.4% | 90.4% |
| Opportunities in the arts | Fair | Down from Good | Good | Good |
| SACS accreditation | Yes | No Change | Yes | Yes |
| Parents attending conferences | 100.0% | No Change | 100.0% | 100.0% |
| Character development program | Excellent | No Change | Excellent | Excellent |
| Dollars spent per pupil** | \$7,042 | Down 14.3% | \$6,922 | \$7,447 |
| Percent of expenditures for instruction** | 65.6% | Up from 60.1% | 68.4% | 68.4% |
| Percent of expenditures for teacher salaries** | 64.3% | Up from 59.2% | 66.0% | 65.8% |

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

Report of Principal and School Improvement Council

Dear Parents/Guardians,

On behalf of our Holly Springs-Motlow family, I would like to give my appreciation for a wonderful 2010-2011 school year.

Our P.T.O worked very hard this year not only in raising school funds, but helping to provide opportunities for our children to perform in front of large audiences. Our school goal was to be more open to the community. The following were a few events sponsored for students: Back to School Barbeque- sponsored by Mrs. Parmala Farmer and Mrs. Donita Owens; play production "Oliver" - directed by Mrs. Allyson Allen and Mrs. Lindsay Hurley; Family Write Night- sponsored by Mrs. Parmala Farmer; Christmas Stroll- sponsored by Mrs. Parmala Farmer and Mrs. Lisa Dover; Terrific Kids- sponsored by Mrs. Kancy Cleveland and Mrs. Donita Owens; Friday's Talent Show-sponsored by Mrs. Debra Close; Reader's Theater- performed by many classes; Title One Workshops- sponsored by Lisa Dover; and Fifty's Night sponsored by Ms. Caroline Hall, Ms. Jenny Harper, and Mr. Tre Kirkland.

Our community response was overwhelming. Over 10,000 visitors attended the above programs. With only 440 students attending our school, that number is amazing! Mrs. Parmala Farmer is leading our faculty towards a wonderful staff development in Inquiry Learning. Holly Springs-Motlow Elementary was a state gold winner in test scores this year. This was a result of hard work, dedication, and guided instruction that meets the need of every child.

We had twenty dedicated volunteers this year that made a tremendous difference for our students and teachers. In closing, I want to say thank you for allowing us to work with your child. We want to be a school that embraces children as individuals and a place where education is student-centered and is about the total child. Thank you for being such a great community!

Best Wishes,
Mr. William A. Sizemore

Evaluations by Teachers, Students and Parents

| | Teachers | Students* | Parents* |
|--|----------|-----------|----------|
| Number of surveys returned | 14 | 52 | 50 |
| Percent satisfied with learning environment | 100.0% | 96.2% | 93.9% |
| Percent satisfied with social and physical environment | 100.0% | 96.1% | 95.9% |
| Percent satisfied with school-home relations | 100.0% | 92.2% | 89.8% |

* Only students at the highest elementary school grade level and their parents were included.

Abbreviations for Missing Data

No Child Left Behind

| | |
|---------------------------------|-----|
| School Adequate Yearly Progress | YES |
|---------------------------------|-----|

This school met 13 out of 13 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

| | |
|---------------------------|--|
| School Improvement Status | |
|---------------------------|--|

| School Improvement Key | |
|------------------------|---|
| NI | Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice. |
| CSI | Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services. |
| CA | Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action. |
| RP | Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan. |
| R | Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services. |
| DELAY | The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay." |
| HOLD | The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold." |

| Teacher Quality and Student Attendance | | |
|---|--------------|-------|
| | Our District | State |
| Classes in low poverty schools not taught by highly qualified teachers | 0.0% | 1.7% |
| Classes in high poverty schools not taught by highly qualified teachers | N/A | 4.4% |

| | Our School | State Objective | Met State Objective |
|---|------------|-----------------|---------------------|
| Classes not taught by highly qualified teachers | 0.0% | 0.0% | Yes |
| Student attendance rate | 95.4% | 94.0%** | Yes |

* Or greater than last year

Abbreviations for Missing Data

PASS Performance By Group

| | Enrollment 1st Day of Testing | % Tested | % Not Met | % Met | % Exemplary | School % Met or Exemplary* | District % Met or Exemplary* | State % Met or Exemplary* | Performance Objective Met | Participation Objective Met |
|--|----------------------------------|----------|-----------|-------|-------------|-------------------------------|---------------------------------|------------------------------|------------------------------|--------------------------------|
|--|----------------------------------|----------|-----------|-------|-------------|-------------------------------|---------------------------------|------------------------------|------------------------------|--------------------------------|

English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)

| | | | | | | | | | | |
|--------------|-----|-----|-----|------|------|------|------|------|-----|-----|
| All Students | 243 | 100 | 9.8 | 31.1 | 59.1 | 94.7 | 90.6 | 82.4 | Yes | Yes |
|--------------|-----|-----|-----|------|------|------|------|------|-----|-----|

Gender

| | | | | | | | | | | |
|------|-----|-----|------|------|------|------|------|------|-----|-----|
| Male | 114 | 100 | 13.5 | 33.7 | 52.9 | 92.3 | 88.8 | 78.7 | N/A | N/A |
|------|-----|-----|------|------|------|------|------|------|-----|-----|

| | | | | | | | | | | |
|--------|-----|-----|-----|------|------|------|------|------|-----|-----|
| Female | 129 | 100 | 6.6 | 28.9 | 64.5 | 96.7 | 92.4 | 86.2 | N/A | N/A |
|--------|-----|-----|-----|------|------|------|------|------|-----|-----|

Racial/Ethnic Group

| | | | | | | | | | | |
|-------|-----|-----|-----|------|------|------|------|------|-----|-----|
| White | 227 | 100 | 8.8 | 30.7 | 60.5 | 95.3 | 91.7 | 88.9 | Yes | Yes |
|-------|-----|-----|-----|------|------|------|------|------|-----|-----|

| | | | | | | | | | | |
|------------------|---|-----|-----|-----|-----|-----|------|------|-----|-----|
| African American | 5 | I/S | I/S | I/S | I/S | I/S | 83.7 | 72.9 | I/S | I/S |
|------------------|---|-----|-----|-----|-----|-----|------|------|-----|-----|

| | | | | | | | | | | |
|------------------------|---|-----|-----|-----|-----|-----|----|----|-----|-----|
| Asian/Pacific Islander | 1 | I/S | N/A | N/A | N/A | N/A | 96 | 93 | I/S | I/S |
|------------------------|---|-----|-----|-----|-----|-----|----|----|-----|-----|

| | | | | | | | | | | |
|----------|----|-----|-----|-----|-----|-----|----|------|-----|-----|
| Hispanic | 10 | I/S | I/S | I/S | I/S | I/S | 81 | 79.3 | I/S | I/S |
|----------|----|-----|-----|-----|-----|-----|----|------|-----|-----|

| | | | | | | | | | | |
|-------------------------|-----|------|-----|-----|-----|-----|-----|----|-----|-----|
| American Indian/Alaskan | N/A | N/AV | N/A | N/A | N/A | N/A | N/A | 83 | I/S | I/S |
|-------------------------|-----|------|-----|-----|-----|-----|-----|----|-----|-----|

Disability Status

| | | | | | | | | | | |
|----------|----|-----|------|------|------|------|----|------|-----|-----|
| Disabled | 21 | 100 | 44.4 | 44.4 | 11.1 | 72.2 | 56 | 48.1 | I/S | I/S |
|----------|----|-----|------|------|------|------|----|------|-----|-----|

Migrant Status

| | | | | | | | | | | |
|---------|-----|------|-----|-----|-----|-----|-----|------|-----|-----|
| Migrant | N/A | N/AV | N/A | N/A | N/A | N/A | N/A | 68.9 | N/A | N/A |
|---------|-----|------|-----|-----|-----|-----|-----|------|-----|-----|

English Proficiency

| | | | | | | | | | | |
|----------------------------|----|-----|------|------|------|------|------|------|-----|-----|
| Limited English Proficient | 14 | 100 | 16.7 | 41.7 | 41.7 | 83.3 | 86.7 | 78.3 | I/S | I/S |
|----------------------------|----|-----|------|------|------|------|------|------|-----|-----|

Socio-Economic Status

| | | | | | | | | | | |
|------------------|-----|-----|------|------|------|------|------|------|-----|-----|
| Subsidized meals | 140 | 100 | 12.6 | 38.6 | 48.8 | 92.9 | 86.6 | 75.4 | Yes | Yes |
|------------------|-----|-----|------|------|------|------|------|------|-----|-----|

Mathematics - State Performance Objective = 79.0% (Met or Exemplary)

| | | | | | | | | | | |
|--------------|-----|-----|------|------|------|------|------|------|-----|-----|
| All Students | 243 | 100 | 10.7 | 43.1 | 46.2 | 94.2 | 91.6 | 81.9 | Yes | Yes |
|--------------|-----|-----|------|------|------|------|------|------|-----|-----|

Gender

| | | | | | | | | | | |
|------|-----|-----|------|------|------|------|------|------|-----|-----|
| Male | 114 | 100 | 11.5 | 36.5 | 51.9 | 92.3 | 90.9 | 79.9 | N/A | N/A |
|------|-----|-----|------|------|------|------|------|------|-----|-----|

| | | | | | | | | | | |
|--------|-----|-----|-----|------|------|------|------|------|-----|-----|
| Female | 129 | 100 | 9.9 | 48.8 | 41.3 | 95.9 | 92.2 | 84.1 | N/A | N/A |
|--------|-----|-----|-----|------|------|------|------|------|-----|-----|

Racial/Ethnic Group

| | | | | | | | | | | |
|-------|-----|-----|-----|------|------|------|------|------|-----|-----|
| White | 227 | 100 | 9.3 | 44.2 | 46.5 | 94.9 | 92.4 | 88.9 | Yes | Yes |
|-------|-----|-----|-----|------|------|------|------|------|-----|-----|

| | | | | | | | | | | |
|------------------|---|-----|-----|-----|-----|-----|------|------|-----|-----|
| African American | 5 | I/S | I/S | I/S | I/S | I/S | 85.1 | 71.4 | I/S | I/S |
|------------------|---|-----|-----|-----|-----|-----|------|------|-----|-----|

| | | | | | | | | | | |
|------------------------|---|-----|-----|-----|-----|-----|----|------|-----|-----|
| Asian/Pacific Islander | 1 | I/S | N/A | N/A | N/A | N/A | 98 | 94.6 | I/S | I/S |
|------------------------|---|-----|-----|-----|-----|-----|----|------|-----|-----|

| | | | | | | | | | | |
|----------|----|-----|-----|-----|-----|-----|------|------|-----|-----|
| Hispanic | 10 | I/S | I/S | I/S | I/S | I/S | 85.7 | 81.1 | I/S | I/S |
|----------|----|-----|-----|-----|-----|-----|------|------|-----|-----|

| | | | | | | | | | | |
|-------------------------|-----|------|-----|-----|-----|-----|-----|------|-----|-----|
| American Indian/Alaskan | N/A | N/AV | N/A | N/A | N/A | N/A | N/A | 84.4 | I/S | I/S |
|-------------------------|-----|------|-----|-----|-----|-----|-----|------|-----|-----|

Disability Status

| | | | | | | | | | | |
|----------|----|-----|------|------|------|------|------|------|-----|-----|
| Disabled | 21 | 100 | 44.4 | 33.3 | 22.2 | 66.7 | 58.6 | 47.3 | I/S | I/S |
|----------|----|-----|------|------|------|------|------|------|-----|-----|

Migrant Status

| | | | | | | | | | | |
|---------|-----|------|-----|-----|-----|-----|-----|------|-----|-----|
| Migrant | N/A | N/AV | N/A | N/A | N/A | N/A | N/A | 77.6 | N/A | N/A |
|---------|-----|------|-----|-----|-----|-----|-----|------|-----|-----|

English Proficiency

| | | | | | | | | | | |
|----------------------------|----|-----|----|------|------|------|------|------|-----|-----|
| Limited English Proficient | 14 | 100 | 25 | 41.7 | 33.3 | 83.3 | 89.6 | 81.4 | I/S | I/S |
|----------------------------|----|-----|----|------|------|------|------|------|-----|-----|

Socio-Economic Status

| | | | | | | | | | | |
|------------------|-----|-----|------|------|----|------|------|------|-----|-----|
| Subsidized meals | 140 | 100 | 12.6 | 50.4 | 37 | 93.7 | 88.3 | 74.9 | Yes | Yes |
|------------------|-----|-----|------|------|----|------|------|------|-----|-----|

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Group

| | Enrollment 1st Day of Testing | % Tested | % Not Met | % Met | % Exemplary | School % Met or Exemplary | District % Met or Exemplary | State % Met or Exemplary |
|--|----------------------------------|----------|-----------|-------|-------------|------------------------------|--------------------------------|-----------------------------|
|--|----------------------------------|----------|-----------|-------|-------------|------------------------------|--------------------------------|-----------------------------|

Science

| | | | | | | | | |
|--------------|-----|-----|------|------|------|------|------|------|
| All Students | 151 | 100 | 11.3 | 60.6 | 28.2 | 88.7 | 86.6 | 68.6 |
|--------------|-----|-----|------|------|------|------|------|------|

Gender

| | | | | | | | | |
|------|----|-----|-----|------|------|------|------|------|
| Male | 80 | 100 | 8.3 | 56.9 | 34.7 | 91.7 | 86.9 | 68.3 |
|------|----|-----|-----|------|------|------|------|------|

| | | | | | | | | |
|--------|----|-----|------|------|------|------|------|------|
| Female | 71 | 100 | 14.3 | 64.3 | 21.4 | 85.7 | 86.3 | 68.9 |
|--------|----|-----|------|------|------|------|------|------|

Racial/Ethnic Group

| | | | | | | | | |
|-------|-----|-----|------|------|------|------|------|------|
| White | 143 | 100 | 10.4 | 60.4 | 29.1 | 89.6 | 88.5 | 80.7 |
|-------|-----|-----|------|------|------|------|------|------|

| | | | | | | | | |
|------------------|---|-----|-----|-----|-----|-----|------|------|
| African American | 2 | I/S | I/S | I/S | I/S | I/S | 72.3 | 51.4 |
|------------------|---|-----|-----|-----|-----|-----|------|------|

| | | | | | | | | |
|------------------------|-----|------|-----|-----|-----|-----|------|------|
| Asian/Pacific Islander | N/A | N/AV | N/A | N/A | N/A | N/A | 91.2 | 85.3 |
|------------------------|-----|------|-----|-----|-----|-----|------|------|

| | | | | | | | | |
|----------|---|-----|-----|-----|-----|-----|------|------|
| Hispanic | 6 | I/S | I/S | I/S | I/S | I/S | 78.5 | 61.6 |
|----------|---|-----|-----|-----|-----|-----|------|------|

| | | | | | | | | |
|-------------------------|-----|------|-----|-----|-----|-----|-----|------|
| American Indian/Alaskan | N/A | N/AV | N/A | N/A | N/A | N/A | N/A | 70.8 |
|-------------------------|-----|------|-----|-----|-----|-----|-----|------|

Disability Status

| | | | | | | | | |
|----------|----|-----|------|------|-----|------|------|------|
| Disabled | 14 | 100 | 30.8 | 61.5 | 7.7 | 69.2 | 51.9 | 35.7 |
|----------|----|-----|------|------|-----|------|------|------|

Migrant Status

| | | | | | | | | |
|---------|-----|------|-----|-----|-----|-----|-----|------|
| Migrant | N/A | N/AV | N/A | N/A | N/A | N/A | N/A | 42.9 |
|---------|-----|------|-----|-----|-----|-----|-----|------|

English Proficiency

| | | | | | | | | |
|----------------------------|----|-----|-----|-----|-----|-----|------|------|
| Limited English Proficient | 10 | I/S | I/S | I/S | I/S | I/S | 86.4 | 60.7 |
|----------------------------|----|-----|-----|-----|-----|-----|------|------|

Socio-Economic Status

| | | | | | | | | |
|------------------|----|-----|------|------|------|------|------|------|
| Subsidized meals | 84 | 100 | 10.3 | 69.2 | 20.5 | 89.7 | 82.4 | 57.3 |
|------------------|----|-----|------|------|------|------|------|------|

Social Studies

| | | | | | | | | |
|--------------|-----|-----|-----|------|------|------|------|------|
| All Students | 154 | 100 | 7.6 | 49.3 | 43.1 | 92.4 | 83.5 | 72.5 |
|--------------|-----|-----|-----|------|------|------|------|------|

Gender

| | | | | | | | | |
|------|----|-----|-----|------|------|------|------|----|
| Male | 65 | 100 | 4.8 | 38.7 | 56.5 | 95.2 | 85.7 | 72 |
|------|----|-----|-----|------|------|------|------|----|

| | | | | | | | | |
|--------|----|-----|-----|------|------|------|------|------|
| Female | 89 | 100 | 9.8 | 57.3 | 32.9 | 90.2 | 81.3 | 73.1 |
|--------|----|-----|-----|------|------|------|------|------|

Racial/Ethnic Group

| | | | | | | | | |
|-------|-----|-----|-----|------|------|------|------|----|
| White | 143 | 100 | 7.2 | 48.2 | 44.6 | 92.8 | 84.2 | 81 |
|-------|-----|-----|-----|------|------|------|------|----|

| | | | | | | | | |
|------------------|---|-----|-----|-----|-----|-----|------|----|
| African American | 3 | I/S | I/S | I/S | I/S | I/S | 78.5 | 60 |
|------------------|---|-----|-----|-----|-----|-----|------|----|

| | | | | | | | | |
|------------------------|---|-----|-----|-----|-----|-----|------|----|
| Asian/Pacific Islander | 1 | I/S | N/A | N/A | N/A | N/A | 91.4 | 89 |
|------------------------|---|-----|-----|-----|-----|-----|------|----|

| | | | | | | | | |
|----------|---|-----|-----|-----|-----|-----|------|------|
| Hispanic | 7 | I/S | I/S | I/S | I/S | I/S | 76.6 | 69.6 |
|----------|---|-----|-----|-----|-----|-----|------|------|

| | | | | | | | | |
|-------------------------|-----|------|-----|-----|-----|-----|-----|------|
| American Indian/Alaskan | N/A | N/AV | N/A | N/A | N/A | N/A | N/A | 73.5 |
|-------------------------|-----|------|-----|-----|-----|-----|-----|------|

Disability Status

| | | | | | | | | |
|----------|----|-----|------|------|------|------|------|------|
| Disabled | 13 | 100 | 27.3 | 45.5 | 27.3 | 72.7 | 47.2 | 40.5 |
|----------|----|-----|------|------|------|------|------|------|

Migrant Status

| | | | | | | | | |
|---------|-----|------|-----|-----|-----|-----|-----|------|
| Migrant | N/A | N/AV | N/A | N/A | N/A | N/A | N/A | 53.8 |
|---------|-----|------|-----|-----|-----|-----|-----|------|

English Proficiency

| | | | | | | | | |
|----------------------------|---|-----|-----|-----|-----|-----|----|------|
| Limited English Proficient | 7 | I/S | I/S | I/S | I/S | I/S | 83 | 69.7 |
|----------------------------|---|-----|-----|-----|-----|-----|----|------|

Socio-Economic Status

| | | | | | | | | |
|------------------|----|-----|-----|------|------|------|------|------|
| Subsidized meals | 92 | 100 | 9.4 | 62.4 | 28.2 | 90.6 | 79.1 | 62.9 |
|------------------|----|-----|-----|------|------|------|------|------|

Abbreviations for Missing Data

N/A—Not Applicable

N/AV—Not Available

N/C—Not Collected

N/R—Not Reported

I/S—Insufficient Sample

PASS Performance By Group

| | Enrollment 1st Day of Testing | % Tested | % Not Met | % Met | % Exemplary | School % Met or Exemplary | District % Met or Exemplary | State % Met or Exemplary | School Attendance Rate | District Attendance Rate |
|----------------------------|----------------------------------|----------|-----------|-------|-------------|------------------------------|--------------------------------|-----------------------------|---------------------------|-----------------------------|
| Writing | | | | | | | | | | |
| All Students | 62 | 100 | 10.7 | 37.5 | 51.8 | 89.3 | 83.6 | 73.2 | 95.4 | 96 |
| Gender | | | | | | | | | | |
| Male | 26 | 100 | 18.2 | 45.5 | 36.4 | 81.8 | 79.2 | 67.2 | 95.2 | 96.1 |
| Female | 36 | 100 | 5.9 | 32.4 | 61.8 | 94.1 | 88.3 | 79.4 | 95.7 | 95.9 |
| Racial/Ethnic Group | | | | | | | | | | |
| White | 59 | 100 | 9.1 | 38.2 | 52.7 | 90.9 | 84.7 | 81.5 | 95.3 | 95.9 |
| African American | 1 | I/S | N/A | N/A | N/A | N/A | 79.4 | 61.3 | 96.9 | 96.7 |
| Asian/Pacific Islander | N/A | N/AV | N/A | N/A | N/A | N/A | 100 | 87 | 96.6 | 96.2 |
| Hispanic | 2 | I/S | I/S | I/S | I/S | I/S | 61.5 | 66.7 | 98 | 97 |
| American Indian/Alaskan | N/A | N/AV | N/A | N/A | N/A | N/A | N/A | 72.2 | N/A | N/A |
| Disability Status | | | | | | | | | | |
| Disabled | 5 | I/S | I/S | I/S | I/S | I/S | 32.9 | 26 | 95 | 95.4 |
| Migrant Status | | | | | | | | | | |
| Migrant | N/A | N/AV | N/A | N/A | N/A | N/A | N/A | 40.5 | N/A | N/A |
| English Proficiency | | | | | | | | | | |
| Limited English Proficient | 3 | I/S | I/S | I/S | I/S | I/S | 75.9 | 65.7 | 95.4 | 96.5 |
| Socio-Economic Status | | | | | | | | | | |
| Subsidized meals | 33 | 100 | 18.5 | 40.7 | 40.7 | 81.5 | 78 | 63.2 | 94.7 | 95.4 |

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Grade Level

| | Grade | Enrollment 1st Day of Testing | % Tested | % Not Met | % Met | % Exemplary | % Met or Exemplary |
|-----------------------|-------|----------------------------------|----------|-----------|-------|-------------|-----------------------|
| English/Language Arts | | | | | | | |
| 2010 | 3 | 58 | 100 | 7.5 | 22.6 | 69.8 | 92.5 |
| | 4 | 57 | 94.7 | 10.7 | 37.5 | 51.8 | 89.3 |
| | 5 | 54 | 100 | 17.3 | 46.2 | 36.5 | 82.7 |
| | 6 | 61 | 100 | 10.2 | 39 | 50.8 | 89.8 |
| | 7 | 0 | N/A | N/A | N/A | N/A | N/A |
| | 8 | 0 | N/A | N/A | N/A | N/A | N/A |
| 2011 | 3 | 60 | 100 | N/AV | N/AV | N/AV | 100 |
| | 4 | 62 | 100 | 6.6 | 45.9 | 47.5 | 93.4 |
| | 5 | 61 | 100 | 12.7 | 25.5 | 61.8 | 87.3 |
| | 6 | 60 | 100 | 19.6 | 30.4 | 50 | 80.4 |
| | 7 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/AV | N/A | N/A | N/A | N/A |
| Mathematics | | | | | | | |
| 2010 | 3 | 58 | 100 | 7.5 | 39.6 | 52.8 | 92.5 |
| | 4 | 57 | 100 | 8.9 | 42.9 | 48.2 | 91.1 |
| | 5 | 54 | 100 | 34.6 | 50 | 15.4 | 65.4 |
| | 6 | 61 | 100 | 18.6 | 40.7 | 40.7 | 81.4 |
| | 7 | 0 | N/A | N/A | N/A | N/A | N/A |
| | 8 | 0 | N/A | N/A | N/A | N/A | N/A |
| 2011 | 3 | 60 | 100 | 9.4 | 34 | 56.6 | 90.6 |
| | 4 | 62 | 100 | 3.3 | 42.6 | 54.1 | 96.7 |
| | 5 | 61 | 100 | 14.5 | 43.6 | 41.8 | 85.5 |
| | 6 | 60 | 100 | 16.1 | 51.8 | 32.1 | 83.9 |
| | 7 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/AV | N/A | N/A | N/A | N/A |
| Science | | | | | | | |
| 2010 | 3 | 30 | 100 | 34.6 | 42.3 | 23.1 | 65.4 |
| | 4 | 57 | 100 | 16.1 | 48.2 | 35.7 | 83.9 |
| | 5 | 27 | 100 | 23.1 | 69.2 | 7.7 | 76.9 |
| | 6 | 31 | 100 | 10 | 76.7 | 13.3 | 90 |
| | 7 | 0 | N/A | N/A | N/A | N/A | N/A |
| | 8 | 0 | N/A | N/A | N/A | N/A | N/A |
| 2011 | 3 | 30 | 100 | 7.4 | 59.3 | 33.3 | 92.6 |
| | 4 | 62 | 100 | 11.5 | 59 | 29.5 | 88.5 |
| | 5 | 30 | 100 | 7.7 | 69.2 | 23.1 | 92.3 |
| | 6 | 29 | 100 | 17.9 | 57.1 | 25 | 82.1 |
| | 7 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/AV | N/A | N/A | N/A | N/A |

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Grade Level

| | Grade | Enrollment 1st Day of Testing | % Tested | % Not Met | % Met | % Exemplary | % Met or Exemplary |
|----------------|-------|----------------------------------|----------|-----------|-------|-------------|-----------------------|
| Social Studies | | | | | | | |
| 2010 | 3 | 28 | 100 | 7.4 | 44.4 | 48.1 | 92.6 |
| | 4 | 57 | 100 | 8.9 | 48.2 | 42.9 | 91.1 |
| | 5 | 27 | 100 | 53.8 | 34.6 | 11.5 | 46.2 |
| | 6 | 30 | 100 | 3.4 | 69 | 27.6 | 96.6 |
| | 7 | 0 | N/A | N/A | N/A | N/A | N/A |
| | 8 | 0 | N/A | N/A | N/A | N/A | N/A |
| 2011 | 3 | 30 | 100 | N/AV | N/AV | N/AV | 100 |
| | 4 | 62 | 100 | 8.2 | 49.2 | 42.6 | 91.8 |
| | 5 | 31 | 100 | 10.3 | 44.8 | 44.8 | 89.7 |
| | 6 | 31 | 100 | 10.7 | 75 | 14.3 | 89.3 |
| | 7 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/AV | N/A | N/A | N/A | N/A |
| Writing | | | | | | | |
| 2010 | 3 | 56 | 100 | 15.1 | 32.1 | 52.8 | 84.9 |
| | 4 | 57 | 98.3 | 14.5 | 25.5 | 60 | 85.5 |
| | 5 | 54 | 100 | 11.5 | 44.2 | 44.2 | 88.5 |
| | 6 | 61 | 100 | 11.9 | 42.4 | 45.8 | 88.1 |
| | 7 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/AV | N/A | N/A | N/A | N/A |
| 2011 | 3 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 4 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 5 | 62 | 100 | 10.7 | 37.5 | 51.8 | 89.3 |
| | 6 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 7 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/AV | N/A | N/A | N/A | N/A |

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample